

Before

Who/What	Date
Where	Coach

Coaching Pre-Lesson Checklist (check all that apply and the time allocated):

<input type="checkbox"/> pre-lesson meeting with teacher <input type="checkbox"/> co-planned a lesson <input type="checkbox"/> listened to teacher's concerns <input type="checkbox"/> consulted on teacher's issue <input type="checkbox"/> other	<input type="checkbox"/> <i>learning as meaning making</i> <input type="checkbox"/> <i>learning as social</i> <input type="checkbox"/> <i>learning as language based</i> <input type="checkbox"/> <i>learning as human</i> <input type="checkbox"/> Reading: Transacting with Text within Problem Solving <input type="checkbox"/> Writing: Composing Text <input type="checkbox"/> Extending Problem Solving: Hypothesis/Making Predictions <input type="checkbox"/> Investigating Language/Mathematics Language <input type="checkbox"/> Learning to Learn/Reflective Processes
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What is the goal/objective of the lesson?

Strategy focal points:

How will student learning be evident?

Notes:

Independent Activity

↓

Pair Share

↓

Whole Class

↓

Independent Activity/
Small Groups

↓

Reflection

During

Who/What _____

Date _____

Where _____

Coach _____

Coaching Visitation Checklist (check all that apply and the time allocated):

- | | |
|---|---|
| <input type="checkbox"/> visited classroom
<input type="checkbox"/> co-teaching
<input type="checkbox"/> demonstration lesson
<input type="checkbox"/> listened to teacher's concerns
<input type="checkbox"/> consulted on teacher's issue
<input type="checkbox"/> other | <input type="checkbox"/> <i>learning as meaning making</i>
<input type="checkbox"/> <i>learning as social</i>
<input type="checkbox"/> <i>learning as language based</i>
<input type="checkbox"/> <i>learning as human</i>

<input type="checkbox"/> Reading: Transacting with Text within Problem Solving
<input type="checkbox"/> Writing: Composing Text
<input type="checkbox"/> Extending Problem Solving: Hypothesis/Making Predictions
<input type="checkbox"/> Investigating Language/Mathematics Language
<input type="checkbox"/> Learning to Learn/Reflective Processes |
|---|---|

How was the goal/objective of the lesson attained?

Implementation of the strategy focal points:

Level of Student Engagement (0 to 5):

Evidence of student learning:

Notes:

Independent Activity



Pair Share



Whole Class



Independent Activity/
Small Groups



Reflection

After

Who/What

Date

Where

Coach

Coaching Reflection Checklist (check all that apply and the time allocated):

- | | |
|---|---|
| <input type="checkbox"/> de-briefed with teacher | <input type="checkbox"/> <i>learning as meaning making</i> |
| <input type="checkbox"/> listened to teacher reflect | <input type="checkbox"/> <i>learning as social</i> |
| <input type="checkbox"/> listened to teacher's concerns | <input type="checkbox"/> <i>learning as language based</i> |
| <input type="checkbox"/> consulted on teacher's issue | <input type="checkbox"/> <i>learning as human</i> |
| <input type="checkbox"/> other | |
| | <input type="checkbox"/> Reading: Transacting with Text within Problem Solving |
| | <input type="checkbox"/> Writing: Composing Text |
| | <input type="checkbox"/> Extending Problem Solving: Hypothesis/Making Predictions |
| | <input type="checkbox"/> Investigating Language/Mathematics Language |
| | <input type="checkbox"/> Learning to Learn/Reflective Processes |

What was the actual outcome lesson's goal/objective?

Realization of strategy focal points:

Level of student engagement (0 to 5):

Evidence of student learning:

Coaching points/suggestions:

Next steps:

Notes:

Independent Activity



Pair Share



Whole Class



Independent Activity/
Small Groups



Reflection